The Muslims were backward in the matter of education. The Muslim youths undergoing higher education were few in number. It would therefore be premature to withdraw the concessions granted to them in the matter of education. The half-fee concession granted to the Muslim students of the Law College had been withdrawn. The number of students belonging to the community studying in the Law College was very few, and the Government did not make any substantial saving by withdrawing the concession allowed to the Muslim students in the Law College. The concession should be revived for some time more to come.

Lastly, the member urged the need for the appointment of an additional Mahomedan Inspector of Schools. The existing Inspector was appointed 12 years back. His work had considerably increased during this period. He had to inspect 150 departmental schools and 100 aided schools, scattered over all the taluks of the State, except Devicolam. One man could not be expected to do the inspection work efficiently. Further, the Mahomedan Inspector was the President of the Board of Examiners for the Arabic Munshies Examination as well as the chief examiner in Arabic for the E. S. L. C. and V. S. L. C. examinations. It was absolutely necessary in the interests of Muslim education to appoint an additional Inspector to meet the ever growing requirements of Muslim education in the State and it would be desirable to divide the State into two divisions and place each of them under each Inspector.

DEWAN'S REPLY: Mr. Sultan Moideen, according to the rules, the Mahomedan Inspector exercises as much control over the staff in his office as the Assistant Inspectors of Vernacular Schools. If you find any specific instances in which he does not do so, you may bring it to the notice of the Director.

The revision of the pay and rates of grants for Koran teachers and Arabic *Munshies* and the appointment of an additional Mahomedan Inspector of Schools, are matters which will receive consideration.

As regards the appointment of a special teacher for teaching Arabic in the colleges, the strength of students at present is not sufficient to justify a special teacher. But whether they can prepare for examination in Arabic in private will be considered.

The question of granting the half-fee concession in the Law College seems to depend on the views of the High Court and that matter will also be gone into.

59. Educational reforms.

MRS. MARY ALEXANDER (*Nominated*) in thanking the Government for nominating her as a member of the Assembly, said that though Travancore occupied an important place in the matter of educational advancement among the various countries in India and, in the matter of female education, topped the list, it could not be asserted that the education in the State had reached its highest stage of development.

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There were altogether 799 schools in the State, both boys' and girls' schools included. Of these, 249 schools were departmental and the rest grant-in-aid institutions. In practice, it was found that the grant-in-aid schools were better conducted and better managed and produced better results in examination than the departmental institutions. It should be the policy of the Government, therefore, to help and encourage the grant-in-aid institutions, to encourage the establishment of more such schools and, if possible, to convert the existing departmental schools also into grant-in-aid schools. This would help not only to reduce the expenditure on education but also to increase the efficiency of the institutions. In this connection the member pointed out that, owing to economic depresssion and the consequent decrease in the number of students, the managers of aided schools found it extremely difficult to run the schools. It was unfortunate that at such a juncture the Government were proposing to reduce the amount of grant to the aided schools, as a retrenchment measure. The case of aided girls' schools, with half-fee income and poor strength, was even worse. Unless the Government were considerate towards them and increased the grants awarded to them, it was likely that these schools might totally disappear.

It was true that there were a number of girls' schools in the State. But they were not sufficient to meet the requirements of the people. There were some places, where the absence of girls' schools was keenly felt. For instance, in Shertallai town, which was a thickly populated place, there was no English school for girls, either departmental or private aided. The people of the place had submitted many memorials and petitions to the authorities to accord sanction for opening a school. But nothing was done in the matter.

Judging by the number of schools alone, one could not say that education had reached its highest stage of development. Taking the case of female education in the State, it was regrettable to find that the curricula of studies were the same as those in boys' schools. In some girls' schools needle work and domestic economy were also taught, but these subjects received only a superficial handling and even that only in the middle school classes. The syllabus of studies for girls was not at all satisfactory. Girls should be taught sewing, cookery, weaving, child welfare, domestic economy, painting, drawing, nursing and similar subjects. These subjects might be taught as extra curricular subjects to begin with and later on included as curricular subjects.

Another matter which should engage the serious attention of the Government was the medical inspection of school children. The scholastic period was one of vital importance in a man's career. It was essential to pay special attention to the physical development of the students side by side with their mental development.

The member next spoke about the desirability of introducing the Provident Fund Scheme for the benefit of the teachers of the private

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schools. In the Headmasters' Conference held in 1929, a resolution was passed to the effect that the Provident Fund Scheme should be made compulsory for all English school teachers. But the same had not been put into practice yet. The Government should see that no time was lost in introducing the Scheme in all the schools.

Lastly, the member urged the necessity for paying better attention to the selection of text-books for schools. The books chosen for the various classes should be suitable to the mental attainment of students of the praticular classes. This vital point was often lost sight of by persons responsible for the prescription of text-books, to the great suffering of the students.

DEWAN'S REPLY: Mrs. Alexander, the general policy of Government at present is to rely on private enterprise, as far as posssible, for primary and middle school education in the vernacular; and private schools are freely aided by Government if they are opened according to rules. As you admitted yourself, there is an enormous number of schools, private and departmental. Government do not therefore propose to open any more primary schools or vernacular middle schools except in very rare cases where the locality is backward or not easily accessible, and where the people are prepared to give sites, buildings and furniture free. Government, as I said just now, wish to rely as much as possible on private enterprise.

Nobody can deny the importance of technical education; and I hope this matter will be considered by the Education Reforms Committee which will soon be appointed.

Medical inspection is being done now in all colleges and English schools; and the managers of private schools are being told of the importance of it. Last year, medical inspection was conducted in fourteen private schools. This is a matter which, I think we all agree, must be developed.

Making the Provident Fund Scheme compulsory would mean additional expenditure. If it is applied to all private English schools alone, the annual contribution by Government will come to nearly Rs. 30,000, which, at the present moment, the Government cannot afford. When financial conditions improve the question will be taken up

The question of improving the method of selecting text-books is now under consideration.

60. Self-governing institutions and their defects.

MR. K. M. KESAVAN TAMPI (*Kalkulam taluk, Group I*) said that the necessity for introducing reforms into the working of self-governing institutions of the State, with a view to make them more useful to the people was urged by him at the 26th session of the Assembly, but the Government did not bestow adequate attention on the subject

One of the points urged by him at the 26th session was the undesirability of appointing Municipal Councillors as Bench Magistrates. He got a reply from the Government that his suggestion

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